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SPREADING AND INTENSIFYING THE POLITICAL EDUCATION DRIVE IN CHINA

This editorial of the Jen-min Chiao-yu, an official publication of the Central People's government, reports that the political education drive of the Resist America, Aid Korea Movement is to be achieved in two phases. During the first phase, the aim is to lead the students to accept the ideas of the joint declaration of all democratic parties and to use these ideas as their guiding principles in studies and actions. During the second phase, what has been achieved during the first phase is to be consolidated and strengthened.

The writer admits that although the basic economic, political, and ideological foundation of the people's patriotism has been established, the youth of China have not been able to grasp fully the changes which took place since the liberation, and as a result, they have not been able to achieve the highest type of patriotism found in the Soviet Union.

The ultimate goal of the political education drive is said to be to eliminate all past evil influences, especially those of US imperialism, and to develop youth to become conscious patriots and noble internationalists.

Although the political education drive of the Resist America, Aid Korea Movement remains to be fully extended to schools all over the country, this drive has reached an advanced stage in some areas, especially in Peiping. The experience in Peiping shows that the movement was first promoted in schools, where it was infused with political thought education at each stage. Thus, over a 2-week period, high schools and colleges in Peiping brought the movement to its climax.

Beginning 5 November, each school conducted an intensive study of current affairs, laid the groundwork for a propaganda drive, and few student propaganda teams began to appear on the streets. On 19 November, numerous propaganda teams consisting of tens of thousands of students simultaneously launched a dramatic

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propaganda and educational drive in Peiping and its suburbs. The Resist America, Aid Korea Movement is basically a political and educational movement. It started in the schools where the students first conducted their own study, and then went out to teach the masses.

After this experience they studied more seriously to further the propaganda work. The materials on current affairs included Premier Chou En-lai's report to the people on the eve of the national holiday, the joint declaration of all democratic parties, editorials from the Jen-min Jih-pao, etc. Study was mostly carried out in groups. Various study methods were used, such as discussions of current affairs, speeches by students who had joined the armed services, indignation meetings, speech contests, essay contests, student resolutions, military drill, evening parties, drama presentations, cartoons, exhibits, group editing of propaganda material, etc. These group studies and activities, in addition to the propaganda drives in cities, suburbs, factories, and rural areas, constituted the essence of Peiping's patriotic movement in which college students participated.

The primary schools also showed enthusiastic response to such a movement. Primary school teachers began to study current affairs, supplying news reports to students in senior classes, and holding parent-teacher meetings in which teachers emphatically denounced and interpreted rumors, and told stories of the Korean people's resistance against the US. The students sang songs, staged patriotic dramas, and provided other entertainment.

Thus, in the first phase of the Resist America, Aid Korea Movement, the students in Peiping have shown a high degree of patriotism. In fact, both students and teachers are carrying on the glorious and revolutionary tradition. From an educational viewpoint, they have attained the ideal of incorporating the nation's supreme policy in the field of education. The results of the first phase in the campaign to resist the US and aid Korea have thus been very gratifying.

However, we have completed only the first phase from the viewpoint of what the movement as a process of political education in schools requires of us. In schools of high school level and above, we must not be satisfied merely with introducing general instruction on current affairs. We must offer a thorough and systematic political education. Among the youth we must foster patriotic feelings based on firm convictions and iron will. Schools must not only teach current affairs, but must also carry out political indoctrination.

We must not be content with mere target drives and extracurricular activities, which, if pursued to excess, tend to affect the course of normal study. Instead, we must pursue our study calmly and steadily to meet the needs of our Fatherland. Group study is not sufficient in itself. Teachers must prepare themselves to play a leading part in the entire thought-education program. The political education drive in schools to resist the US and aid Korea must be a long-term program with definite objectives, and with adequate methods of thought indoctrination.

Teachers in Peiping are aware of the conditions we have described in the preceding paragraph. Some of them are very much concerned that their standard of political training may not be sufficient to meet the requirements of teaching the youth. They feel that the holding of routine meetings, again and again, has not only bored the students but has led them to lose their enthusiasm. They think that we are badly in need of a more definite approach to implement political indoctrination. Some primary and high school teachers have begun voluntarily to study new plans and teaching methods for various courses of instruction as well as to improve themselves by self-study. They believe that our educational program must be more attractive and richer in contents. That is absolutely the right attitude.

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The above experiences were drawn primarily from Peiping, but because of their universal nature, they serve as good examples to schools in other areas, especially at present, when the political education drive in schools to resist the US and aid Korea has not yet been fully developed throughout the country. In the hope that the present political education drive of the Resist America, Aid Korea Movement will be implemented properly and under a definite pattern, we make the following comments:

What is the aim of the present political education drive in the schools? It is to equip the youth with a new spirit of patriotism and internationalism in the glorious struggle to resist the US and aid Korea. Such patriotism will resolve into mighty force that will crush the enemy, overcome all obstacles, strengthen the fruits of revolution, and preserve peace in the world.

We must teach the youth to recognize that the present struggle is a patriotic movement to protect our country; a righteous struggle of mankind against the imperialists; and a glorious struggle of the Chinese people. We must impress them that it is a privilege of the youth of this period to participate in such a movement. Those who shun this responsibility or are unwilling to let themselves be edified by participating in it, are cowards. Education which does not conform with this struggle is no longer a new people's democratic education.

The duty of the student is primarily to pursue studies. By providing all the necessary conditions for learning, the school should teach the new generation the new spirit of the people, to help them understand fully the meaning of the struggle. It should also be responsible for answering questions, such as how to carry on the struggle, where lies the future of the struggle, etc. Every youth should be taught to become a conscious patriot and a noble internationalist; he must be taught that he is the master of his own destiny. The genuine understanding, great insight, and a fearless spirit of self-sacrifice of every youth must be developed. These are the qualities that school education should foster in the younger generation.

This is our goal. But it must not remain a mere moral abstraction. We are dealing with people, with the youth in the schools. They possess the knowledge of the Chinese Revolution and the traditional revolutionary heritage of Chinese students; but, because of their sociological background and the limited amount of time they have been able to spend for indoctrination, they have not completely eradicated the bad influences and tradition of the old society which act as a disruptive force among the youth.

Among these influences, American imperialistic thinking is still the most dangerous. Although the basic economic, political, and sociological foundations of the people's patriotism have been established, our youth has not been able to grasp fully all the changes which have taken place in the year that has elapsed since the basic victory of the Chinese Revolution. Because of this, they have not been able, like the youth in the schools of the USSR, to achieve the highest type of patriotism. This factor distinguishes the new feature of our people's democratic education from that of a socialist state.

Failing to understand these realities confronting the youth of China, one is apt to set up too high an objective for youth education and may become impatient with the slow progress. On the other hand, any exaggeration of these realities will result in our neglecting the possibility of developing a new character in our youth under the new order.

Our political education takes full cognizance of the realities facing youth today; it aims to develop positive qualities while overcoming disruptive factors. It neither exaggerates one side, nor underestimates the other.

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Political education must be conducted to contribute to the Resist America, Aid Korea Movement, to protect our fatherland, and to give other concrete manifestations of the struggle. It must fuse patriotism and internationalism into a common spirit, and inject that spirit into the struggle participated in by millions of people. Out of such a struggle there will certainly emerge numerous heroic men who partake of this spirit of patriotism and internationalism. The many heart-thrilling and exciting events and battles confronting our youth will inspire them to understand more easily the relationship between the group and the individual and the meaning of the living things surrounding them, thus fostering a new feeling, a new way of looking at things, and a new way of thinking. Consequently, our youth will develop a new attitude toward the state and will automatically consider the affairs of the state as their own. What is more, they will then comprehend those political principles and theories of social development which are hard to understand.

It is clear that political education on the college level should be pushed to a more advanced stage. To further our understanding of the Resist America, Aid Korea Movement, we must study the joint declaration of all democratic parties, the trends of international events, patriotism, internationalism, etc., as well as our own behavior within the framework of the universal theories of Marx and Engels, the theories of Mao Tse-tung which are particularly adapted to the realities of the Chinese Revolution, and the general theoretical structure of strategy and tactics. In colleges and universities, we must conduct political education with an emphasis on resisting US imperialism and aiding Korea. However, we must not relax the teaching of social sciences and the theories of Mao Tse-tung. We must strengthen the study of revolutionary theory. We must use concrete historical events to verify scientific theory, and in turn use this theory as our guide in helping us to understand complicated matters and events.

Primary school teachers should carefully instill these new qualities in the younger generation. They should help the children understand the new spirit and those new things that are within their comprehension. They should let them know what cause their fatherland is following, what their parents, uncles, brothers, and sisters are doing, why what they are doing is right, etc. They should promote collective activity among the children so that the spirit of patriotism and internationalism may take root in them. This is what we expect of the political education in schools to resist US imperialism and aiding Korea.

It is obvious that the objectives of this political education in the schools cannot be achieved by simple or crude methods. We must seek a suitable approach to enlarge the field of political education. Because educational workers are often hampered by their own limited political understanding, it is not easy to infuse the new spirit into all courses of instruction and thus to integrate political education with the educational system as a whole. Despite this difficulty, we must work in that direction. The political education program definitely cannot and should not be limited to ideological and political courses in colleges and universities. Therefore, every teacher and educational worker must assume individual responsibility for achieving this same goal. Political education in schools should be an integrated system of activity which is coordinated with general education as a whole under a definite plan.

What is to be included in this integrated system of political education? School life should be managed in such a way that the school is a collective entity, not only in form but in spirit. The school should be a collective organization designed for a life of struggle to resist US imperialism and aid Korea rather than an organization for normal life. Thus it is very important to foster self-discipline, organize study in an orderly manner, promote feelings of friendship, live in an earnest way, create model conduct, and pursue physical and military training.

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We should provide better guidance for extracurricular reading assignments. We should supply the students with all available books, magazines, and references concerning the Resist America, Aid Korea Movement. We should recommend that students read the translated Soviet literature written in the period of her defensive war. We should also recommend Chinese military literature, including books about the war against Japan, the War of Liberation, biographies of revolutionary leaders, war heroes, and hero workers, etc. In cities that have motion-picture theaters, we should take the students to see pictures which have inspirational value, especially Soviet and Chinese films dealing with the Revolution. In addition, we should make proper use of plays and broadcasts as means of education.

We should make arrangements for extracurricular activities. Some schools have discovered that activities, such as maintaining constant contact with factory workers and parents, contacts among schools of all levels for mutual help, etc. are very fruitful. They are all indispensable means of political education.

We shall now turn to a brief discussion of methods of thought indoctrination. The fundamental approach to this problem of indoctrination is by way of persuasion and inducement. With truth we persuade people, and with deeds we influence people's feelings, actions, ideology, and behavior. In the field of education two old sayings are always true: "persuade people by logic" and "teach others by setting an example." Besides, we should encourage all enthusiastic activities, give public honor to progressive elements, and eliminate dissenting ones. Such methods must be strictly followed even in time of war. Otherwise, bad consequences will result in the field of thought education.

It is obvious that teachers exert a decisive influence in the process of thought indoctrination. We urge teachers to improve their political ideology by intensive study because it is the only way to develop political education in schools to resist US imperialism and aid Korea. Necessary assistance should be given to teachers for such purposes by government educational organizations.

The goal of our political education to resist US imperialism and aid Korea, at present, is to bring the first phase to a successful conclusion throughout the country. We should enlist the thinking of students to make them accept the stand and viewpoint of the joint declaration and get them to use these as their guiding principles in studies and in actions. When the movement enters its second phase, we must consolidate what has been achieved in the first phase and strengthen the students' patriotic feelings as a preparatory step in the protracted struggle of thought indoctrination. There can be no movement without a special emphasis on each phase.

We urge all students, of high school level and above, to be more cognizant of national defense, and to cherish the idea of struggling for the creation of a strong national defense. Willingness to accept such a glorious idea will serve as a yardstick of the students' patriotism, because such an attitude distinguishes real patriots from unreal ones. We must praise this idea. We must publicly honor those alert youths who have answered the call of their fatherland to take part in the defensive reconstruction. We must spread our youth's enthusiasm for sharing in the nation's reconstruction for defense.

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